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# High School Reorganization

1925-26



PUBLISHED BY  
THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION  
RALEIGH, N. C.



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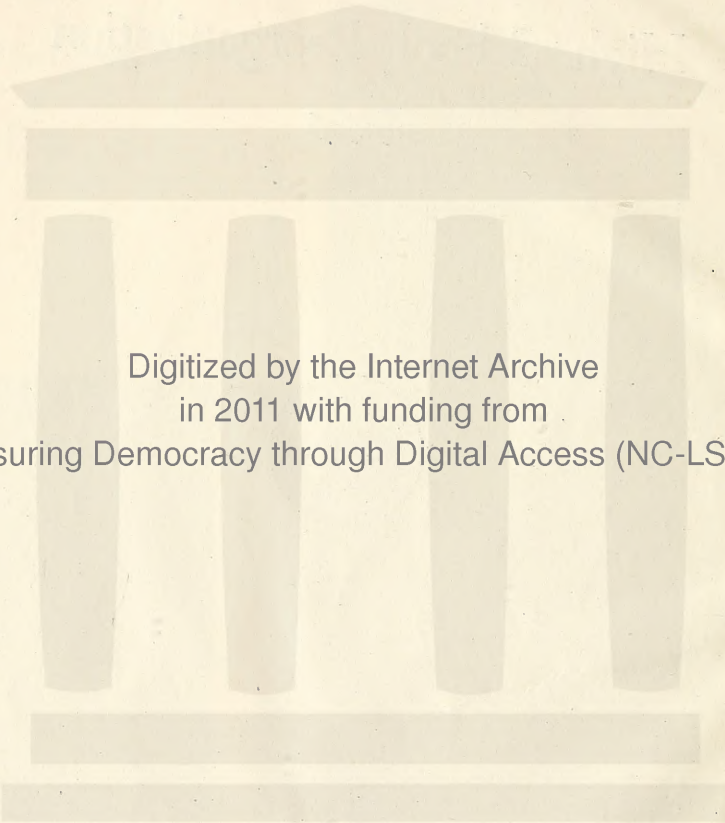
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## INTRODUCTION

Extensive data, bearing on the high school situation in North Carolina as it existed in the school year 1923-24, were collected and tabulated for that year. These facts bear on the organization and administration, the course of study, the teaching program, the schedule of recitations and the student activities of 571 high schools in which approximately 55,000 pupils were enrolled. The facts in hand, therefore, represent practically the total high school effort in the State at that time.

It was very clear from this investigation that teachers were called upon to teach in so many fields that adequate preparation was impossible; that the principle of pupil electives had been carried so far that there was a clear lack of continuity of work on the part of the students; and that the offerings in many schools were so extensive and varied as to make both economical administration and effective work impossible.

These facts were thoroughly studied from many angles and in the light of modern high school development. Many people have been called into conference to consider what should be done. During the school year 1925-26, practically all the high school principals in their group conferences gave careful consideration to the facts, and many of them have already begun the reorganization along the lines suggested. The college executives have been asked to make slight adjustments in their entrance requirements and some of them have already made the modifications. All phases of the reorganization scheme were presented to the College Conference in December, 1925. This conference appointed a committee to consider the teacher training phases of the scheme. This committee has approved in principle the whole program but with certain reservations as to details.

Out of this extensive investigation and long study, followed by a series of conferences involving practically all the administrative officers that touch any phase of high school work and all the institutions of higher learning that are preparing high school teachers, has been evolved this plan of simplification and reorganization. This is not a plan that is suddenly proposed without due consideration, but one that is generally approved by all school officials who have considered it.

It is realized that there are still many difficulties in the way. There is no doubt, however, that if the spirit of coöperation shown so far by all parties concerned can be continued these difficulties can be fairly met and overcome. Many modifications will doubtless be necessary, but they can be made, from time to time, as the need becomes apparent. The general plan holds the promise of far-reaching results. It involves the whole scheme of rural education and an adequate high school opportunity for all the children of the rural districts. This plan involves the narrowing to some extent of the high school curriculum. When weighing the comparative value of extensive foreign language study against the value of home economics and vocational agriculture, it seemed wise and proper to limit the amount of foreign language offered in order that there might be more room for those other subjects which are so necessary in all rural high schools.

This simplification scheme also makes possible many economies. It is hoped that the money so saved may be invested in a higher type of instruction to the end that all high school work will be more thorough and effective. This will bring a higher degree of concentration in a few fields rather than a wide range of indifferent effort.

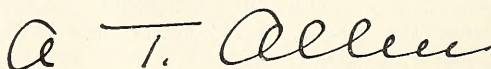
This bulletin is prepared in the belief that it will be of assistance to county boards of education, to county superintendents and to the high school principals and teachers in the rural high schools in making their schools serve better the purposes for which they were created.

There is presented here a program of studies for the small high schools with from three to six teachers. Modified programs are suggested for different types of school within each class. Under the provisions of section 8 of the school code, I hereby approve the program of studies for each several class and type of school as set forth in these outlines. The budget for the vocational work is now made under the authority of sections 38 and 291 of the school law. If certain programs of study are adopted by the county boards of education, making home economics and agriculture a part of the regular high school course of study, and if the number of teachers is kept within the number allowed by the average attendance for the previous year, the budget for this vocational work can be prepared under the provisions of 176-b.

The teaching positions in all these fields are well defined. Teachers now employed in these schools will find their work limited next year to two fields of instruction. If a teacher expects to continue in this work she should at once begin further and definite preparation for the two fields in which she is employed to work. Superintendents should insist that teachers begin at once this definite preparation to the end that they in a few years may be properly prepared to carry on the work as laid out. In employing new teachers, superintendents should insist from the outset that these teachers come with the specific preparation demanded by the work which they mean to undertake.

I hereby ask the continued coöperation of all people interested in the development of rural high schools until we can offer a universal high school opportunity on a high level of efficiency to the boys and girls of the State.

The work in both the Division of Certification and in the Division of Inspection in the State Department of Education is vitally affected by this reorganization. The directors of these two divisions, after many conferences with the representatives of the institutions of higher learning, with county superintendents, high school principals and teachers and others, have prepared this bulletin.

A handwritten signature in cursive script, reading "A. T. Allen". The signature is written in dark ink and is positioned above the printed title.

*State Superintendent Public Instruction.*



## REORGANIZATION OF HIGH SCHOOLS

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Our public high schools are a development of the last twenty years. During this period high school after high school has been established; the enrollment has mounted year after year, as well as high school expenditures. The mere multiplication of high schools is no longer a primary educational concern of the State. Attention should now be put on increasing the efficiency of our high schools and on keeping their cost at the minimum. This calls for increased attention to internal organization and to the quality of instruction.

If high school instruction is to be improved and high school cost is to be kept at the minimum, three agencies must work together: 1. County Boards of Education, county superintendents, and high school principals and teachers; 2. the State Department of Education through its Divisions of Certification and Inspection; and, 3. Teacher Training Institutions.

1. The chief responsibility for effecting these desired ends rests on county boards of education, county superintendents and high school principals for the following reasons: The high school program that can be undertaken by a community is determined by the number of high school teachers the community can pay for without sacrificing other educational interests, particularly the elementary school. For example, if a community can pay for only three high school teachers, then the high school curriculum adopted should be such as can be carried by three teachers. Similarly if a community can pay for only four high school teachers, then the curriculum adopted should be such as can be carried by four high school teachers. The high school curriculum to be adopted in each instance is thus to be determined by the number of teachers that can be employed.

While the Division of Certification has safeguarded high school instruction through requiring college preparation of high school teachers, there has been no guarantee that teachers preparing, for example, to teach English would find places to teach English. However carefully high schools are organized there will always be a few misfits, but if our high schools are to do the work they should do it ought to be possible for teachers to prepare for given kinds of school work and then be able to pursue the work for which they have made preparation. The main responsibility for effecting this desired end rests again with the local employing and administrative agencies. When a given curriculum has been adopted it should be continued in force for a considerable period and the teaching work called for should be so organized as to provide reasonable and continuous teaching positions.

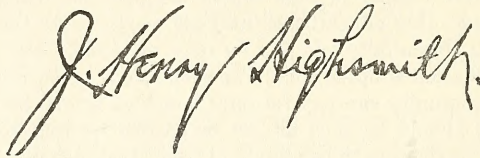
It follows that the teachers employed should be teachers whose preparation qualifies them to carry forward the work of the several teaching jobs within the given school.

2. The second agency involved in the reorganization of our high schools is the State Department of Education, through its Divisions of Certification and Inspection. The law places the responsibility on the State Superintendent of approving high school curricula. Accordingly the following curricula, approved by the Superintendent of Public Instruction, have been prepared for high schools of different sizes and the adoption of some one of these curricula, varying with the number of high school teachers employed and the needs of the given community, is recommended to the local administrative agencies. In connection with each curriculum a desirable organization of the school is suggested and the teaching jobs in that school are indicated.

The law imposes upon the Division of Certification the certification of high school teachers. It, therefore, devolves on this Division to require hereafter such preparation of high school teachers as will qualify them to undertake the different types of school work called for by the various high school curricula and types of organization recommended. Accordingly, it is contemplated that teachers will be certified for specific kinds of school work only. By so doing the training of teachers will be related to the actual teaching jobs as these exist in the high schools of the State.

3. The third agency involved in the reorganization of our high schools is our teacher training institutions. With local administrative and supervisory agencies adopting curricula and providing different and continuous teaching positions in our high schools, with the Division of Certification requiring definite preparation for each different type of high school position, the task of our teacher training institutions is clear. It is incumbent on them to offer such training as will qualify teachers to meet the new certification requirements and at the same time to meet the duties of the teaching jobs to be found in the high schools of the State.

With these three agencies working together our high schools can be kept at a minimum cost and their efficiency can be increased. The responsibility of each of these three agencies is great and the success of the proposed reorganization of our high schools depends on how each of these agencies meets its responsibility.

A handwritten signature in cursive script, reading "J. Henry Highsmith". The signature is written in dark ink and is centered on the page.

*Director of Division of School Inspection.*

APRIL 20, 1926.



## SUGGESTED CURRICULA FOR SMALL HIGH SCHOOLS

The following curricula are suggested for high schools ranging from 3 to 6 teachers. These curricula will meet the needs of the great majority of the high schools of the State. In high schools having more than six teachers the needs of such schools are to be met by the addition of new lines of instruction; for example, the introduction into such schools of Smith-Hughes trade work, music, the fine arts and physical education, each calling for a teacher of high special training.

### I. THREE-TEACHER HIGH SCHOOL

(Average Daily Attendance, 45)

#### A. Suggested Four-Year Curriculum

<i>First Year</i>	<i>Periods</i>	<i>Credits</i>	<i>Second Year</i>	<i>Periods</i>	<i>Credits</i>
English I.....	5	5	English II.....	5	5
Mathematics I—Arithmetic and Algebra...	5	5	Mathematics II—Algebra.....	5	5
History I—Community Civics.....	5	5	History II—Modern European.....	5	5
Science I—General....	7	5	Science II—Biology....	7	5
	22	20		22	20
<i>Third Year</i>	<i>Periods</i>	<i>Credits</i>	<i>Fourth Year</i>	<i>Periods</i>	<i>Credits</i>
English III.....	5	5	English IV.....	5	5
Latin I or French I...	5	5	Latin II or French II...	5	5
Electives (two):			History IV—United States History.....	5	5
Mathematics III—Plane Geometry....	5	5	Science IV—Physics..	7	5
Science III—Physical Geography ½,					
Industrial and Commercial Geography ½	7	5			
History III—Ancient and Medieval.....	5	5			
	20 or 22	20		22	20

#### B. Suggested Organization

<i>Teacher A</i>	<i>Periods Per Week</i>	<i>Teacher B</i>	<i>Periods Per Week</i>
English I.....	5	History I.....	5
English II.....	5	History II.....	5
English III or IV.....	5	History III or IV.....	5
Latin I or French I.....	5	Mathematics I.....	5
Latin II or French II.....	5	Mathematics II.....	5
	25		25

<i>Teacher C</i>	<i>Periods Per Week</i>
Science I .....	7
Science II .....	7
Science III or IV .....	7
Mathematics III .....	5

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One of the teachers employed should have specialized in English and Latin or in English and French; one, in History and a second field.

The school may elect to teach either Latin or French, but a high school of this size should not offer *both* Latin and French.

### C. Suggested Daily Schedule

PERIODS	TEACHER A	TEACHER B	TEACHER C
8:45-9:00 OPENING EXERCISES			
9:05-9:50	Latin I or French I	History II	Science I Recitation, M. W. F. Laboratory, T. T.
9:55-10:40	English III or IV	Mathematics II	Science I Laboratory, T. T.
10:45-11:30		History I	Science III or IV Recitation, M. W. F. Laboratory, T. T.
11:35-12:20	English II	Mathematics I	Science III or IV Laboratory, T. T.
12:20-1:00 NOON RECESS			
1:05-1:50	English I	History III or IV	Science II Recitation, M. W. F. Laboratory, T. T.
1:55-2:40	Latin II or French II		Science II Laboratory, T. T.
2:45-3:30			Mathematics III



Each recitation period must be 50 minutes in length with 45 minutes in the clear, allowing 5 minutes for changing classes. It is necessary to have 45 minutes for actual class work in each recitation period in order that a subject may count a unit, which is 120 clock hours.

The hour for opening school is merely suggestive. In some communities it may be desirable to begin the school day at 8:30. In this case, allowing 15 minutes for opening exercises, and providing for 50 minutes in each recitation period with 45 minutes for actual class work and a five minute intermission between class periods, the school day will close at 3:30.

It is seen from the above schedule that the first period is from 9-9:50; the second from 9:50-10:40; the third from 10:40-11:30; the fourth from 11:30-12:20; the fifth from 1-1:50; the sixth from 1:50-2:40; the seventh from 2:40-3:30.

## II. 4 A FOUR-TEACHER HIGH SCHOOL

(Average Daily Attendance 70)

### A. Suggested Four-Year Curriculum

(Without Home Economics, Agriculture, or Industrial Arts)

The curriculum suggested for a four-teacher high school without home economics, agriculture, or industrial arts is the same as that suggested for the three-teacher high school. The additional teacher is required to care for the additional enrollment; hence, the offering can be no larger in a four than in a three-teacher high school. A four-teacher high school following the same curriculum may, however, be organized somewhat differently.

<i>First Year</i>	<i>Periods</i>	<i>Credits</i>	<i>Second Year</i>	<i>Periods</i>	<i>Credits</i>
English I-----	5	5	English II-----	5	5
Mathematics I—Arithmetic and Algebra--	5	5	Mathematics II—Algebra-----	5	5
History I—Community Civics-----	5	5	History II—Modern European-----	5	5
Science I—General----	7	5	Science II—Biology----	7	5
	22	20		22	20
<i>Third Year</i>	<i>Periods</i>	<i>Credits</i>	<i>Fourth Year</i>	<i>Periods</i>	<i>Credits</i>
English III-----	5	5	English IV-----	5	5
Latin I or French I*----	5	5	Latin II or French II--	5	5
Electives (two):			History IV—United States History-----	5	5
Mathematics III—Plane Geometry----	5	5	Science IV—Physics---	7	5
Science III—Physical Geography ½					
Industrial and Commercial Geography ½	7	5			
History III—Ancient and Medieval-----	5	5			
	20 or 22	20		22	20

\*Only one foreign language, either Latin or French, may be offered in four-teacher high schools.

## B. Suggested Organization

<i>Teacher A</i>	<i>Periods Per Week</i>	<i>Teacher B</i>	<i>Periods Per Week</i>
English I B-----	5	History I (2 sections)-----	10
English II-----	5	History II-----	5
English III-----	5	History III-----	5
English IV-----	5	History IV-----	5
Latin I or French I-----	5	English I A-----	5
Latin II or French II-----	5		
	<hr/> 30		<hr/> 30
<i>Teacher C</i>	<i>Periods Per Week</i>	<i>Teacher D</i>	<i>Periods Per Week</i>
Mathematics I (2 sections)-----	10	Science II-----	7
Mathematics II-----	5	Science III-----	7
Mathematics III-----	5	Science I (2 sections)-----	14
Science IV-----	7		
	<hr/> 27		<hr/> 28

High school principals and teachers should assist pupils in every possible way to make wise choice of electives. Electives should be chosen in view of the pupil's career. If the pupil expects to enter college he should elect those subjects that will be needed in meeting college entrance requirements.

## C. Suggested Daily Schedule

PERIODS	TEACHER A	TEACHER B	TEACHER C	TEACHER D
8:45-9:00	OPENING EXERCISES			
9:05-9:50	English III	History II	Science IV Laboratory, M. W.	Science I A Recitation, M. W. F. Laboratory, T. T.
9:55-10:40	Latin I or French I	History I B	Science IV Laboratory, M. W. Recitation, T. T. F.	Science I A Laboratory, T. T.
10:45-11:30	English IV	History I A	Mathematics I B	Science II Recitation, T. T. F. Laboratory, M. W.
11:35-12:20		History III	Mathematics I A	Science II Laboratory, M. W.



**C. Suggested Daily Schedule-Continued**

12:20-1:00		NOON RECESS		
1:05-1:50	English II	History IV	Mathematics III	Science I B Recitation, M. T. T. Laboratory, W. F.
1:55-2:40	Latin II or French II	English I A	Mathematics II	Science I B Laboratory, W. F. Science III Laboratory, T. T.
2:45-3:30	English I B			Science III Laboratory, T. T. Recitation, M. W. F.

For suggestions relative to length of recitation periods see daily schedule for three-teacher school.

If a longer lunch period or noon recess is desired, the time for beginning the fifth period can be arranged accordingly.

**III. 4-B FOUR-TEACHER HIGH SCHOOL**

(Average Daily Attendance 70)

**A. Suggested Four-Year Curriculum**  
**(Including Smith-Hughes Home Economics)**

<i>First Year</i>	<i>Periods</i>	<i>Credits</i>	<i>Second Year</i>	<i>Periods</i>	<i>Credits</i>
English I.....	5	5	English II.....	5	5
Mathematics I—Arith- metic and Algebra..	5	5	Mathematics II—Alge- bra.....	5	5
History I—Community Civics.....	5	5	Electives (two):		
Home Economics I....	10	5	History II—Modern European.....	5	5
or			Home Economics II....	10	5
Science I—General....	7	5	Science II—Biology....	7	5
	22 or 25	20		22-27	20

<i>Third Year</i>	<i>Periods Credits</i>		<i>Fourth Year</i>	<i>Periods Credits</i>	
English III.....	5	5	English IV.....	5	5
Latin I or French I*....	5	5	Latin II or French II..	5	5
Electives (two):			History IV—United		
Mathematics III—			States History.....	5	5
Plane Geometry.....	5	5	Science IV—Physics...	7	5
Science III—Physical					
Geography $\frac{1}{2}$ ,					
Industrial and Com-					
mercial Geography $\frac{1}{2}$	7	5			
History III—Anc-					
ient and Medieval..	5	5			
	20-22	20		22	20

### B. Suggested Organization

<i>Teacher A</i>	<i>Periods Per Week</i>	<i>Teacher B</i>	<i>Periods Per Week</i>
English I A.....	5	History I (2 sections).....	10
English II.....	5	History II.....	5
English III.....	5	History III.....	5
English IV.....	5	History IV.....	5
Latin I and II.....	10	English I B.....	5
or			
French I and II.....	10		
	30		30
<i>Teacher C</i>	<i>Periods Per Week</i>	<i>Teacher D</i>	<i>Periods Per Week</i>
Mathematics I (2 sections)...	10	Science I.....	7
Mathematics II.....	5	Science II.....	7
Mathematics III.....	5	Home Economics I.....	10
Science III.....	7	Home Economics II.....	10
Science IV.....	7		
	34		34

\*A four-teacher school following this curriculum should offer only one foreign language, either French or Latin.



## C. Suggested Daily Schedule

PERIODS	TEACHER A	TEACHER B	TEACHER C	TEACHER D
8:45-9:00 OPENING EXERCISES				
9:05-9:50	English II	History IV	Science III Recitation, M. W. F. Laboratory, T. T.	Home Economics I
9:55-10:40		History II	Science III Laboratory, T. T. Science IV Laboratory, W. F.	Home Economics I
10:45-11:30	English I A	English I B	Science IV Laboratory, W. F. Recitation, M. T. T.	Home Economics II
11:30-12:20	Latin I or French I	History I A	Mathematics I B	Home Economics II
12:20-1:00 NOON RECESS				
1:05-1:50	Latin II or French II	History III	Mathematics II	Science I Recitation, M. W. F. Laboratory, T. T.
1:55-2:40	English IV		Mathematics III	Science I Laboratory, T. T. Science II Laboratory, M. W.
2:45-3:30	English III	History I B	Mathematics I A	Science II Laboratory, M. W. Recitation, T. T. F.

For suggestions relative to length of recitation periods see daily schedule for three-teacher school.

## IV. 4-C FOUR-TEACHER HIGH SCHOOL

(Average Daily Attendance 70)

## A. Suggested Four-Year Curriculum

(Including Two Years of Smith-Hughes Agriculture)

<i>First Year</i>	<i>Periods</i>	<i>Credits</i>	<i>Second Year</i>	<i>Periods</i>	<i>Credits</i>
English I.....	5	5	English II.....	5	5
Mathematics I—Arith- metic and Algebra..	5	5	Mathematics II—Alge- bra.....	5	5
History I—Com- munity Civics.....	5	5	Electives (two):		
Agriculture I.....	10	5	History II—Modern European.....	5	5
or			Agriculture II.....	10	5
Science I—General....	7	5	Science II—Biology....	7	5
	22 or 25	20		22-27	20
<i>Third Year</i>	<i>Periods</i>	<i>Credits</i>	<i>Fourth Year</i>	<i>Periods</i>	<i>Credits</i>
English III.....	5	5	English IV.....	5	5
Latin I or French I*..	5	5	Latin II or French II..	5	5
Electives (two):			History IV—United States History.....	5	5
Mathematics III— Plane Geometry....	5	5	Science IV—Physics....	7	5
Science III—Physical Geography ½, Industrial and Com- mercial Geography ½	7	5			
History III—Ancient and Medieval.....	5	5			
	20 or 22	20		22	20

## B. Suggested Organization

<i>Teacher A</i>	<i>Periods Per Week</i>	<i>Teacher B</i>	<i>Periods Per Week</i>
English I A.....	5	History I (2 sections).....	10
English II.....	5	History II.....	5
English III.....	5	History III.....	5
English IV.....	5	History IV.....	5
Latin I and II.....	10	English I B.....	5
or			
French I and II.....	10		
	30		30

\* A four-teacher school following this curriculum should offer only one foreign language, either French or Latin.



<i>Teacher C</i>	<i>Periods Per Week</i>	<i>Teacher D</i>	<i>Periods Per Week</i>
Mathematics I (2 sections)---	10	Science I-----	7
Mathematics II-----	5	Science II-----	7
Mathematics III-----	5	Agriculture I-----	10
Science III-----	7	Agriculture II-----	10
Science IV-----	7		
<hr/> 34		<hr/> 34	

**C. Suggested Daily Schedule**

PERIODS	TEACHER A	TEACHER B	TEACHER C	TEACHER D
8:45-9:00 OPENING EXERCISES				
9:05-9:50	English II	History IV	Science III Recitation, M. W. F. Laboratory, T. T.	Agriculture I
9:55-10:40		History II	Science III Laboratory T, T. Science IV Laboratory, W. F.	Agriculture I
10:45-11:30	English I A	English I B	Science IV Laboratory, W. F. Recitation, M. T. T.	Agriculture II
11:35-12:20	Latin I or French I	History I A	Mathematics I B	Agriculture II
12:20-1:00 NOON RECESS				
1:05-1:50	Latin II or French II	History III	Mathematics II	Science I Recitation, M. W. F. Laboratory, T. T.
1:55-2:40	English IV		Mathematics III	Science I Laboratory, T. T. Science II Laboratory, M. W.
2:45-3:30	English III	History I B	Mathematics I A	Science II Laboratory, M. W. Recitation, T. T. F.

For suggestions relative to length of recitation periods see daily schedule for three-teacher school.

**V. 4-D FOUR-TEACHER HIGH SCHOOL**

(Average Daily Attendance 70)

**A. Suggested Four-Year Curriculum**

(Including Two Years of Smith-Hughes Home Economics and Two Years of Smith-Hughes Agriculture)

<i>First Year</i>	<i>Periods</i>	<i>Credits</i>	<i>Second Year</i>	<i>Periods</i>	<i>Credits</i>
English I-----	5	5	English II-----	5	5
Mathematics I—Arithmetic and Algebra--	5	5	Mathematics II—Algebra-----	5	5
History I—Community Civics-----	5	5	Science II—Biology----	7	5
Home Economics I----	10	5	Home Economics II----	10	5
or			or		
Agriculture I-----	10	5	Agriculture II-----	10	5
	<hr/>			<hr/>	
	25	20		27	20
 <i>Third Year</i>	 <i>Periods</i>	 <i>Credits</i>	 <i>Fourth Year</i>	 <i>Periods</i>	 <i>Credits</i>
English III-----	5	5	English IV-----	5	5
Mathematics III—Plane Geometry----	5	5	Latin II or French II--	5	5
or			History IV—United States History-----	5	5
History III—Ancient and Medieval-----	5	5	Science IV—Physics----	7	5
Latin I or French I*----	5	5			
History II—Modern European-----	5	5			
	<hr/>			<hr/>	
	20	20		22	20

**B. Suggested Organization**

<i>Teacher A</i>	<i>Periods Per Week</i>	<i>Teacher B</i>	<i>Periods Per Week</i>
English I B-----	5	History I (2 sections)-----	10
English II-----	5	History II-----	5
English III-----	5	History III-----	5
English IV-----	5	History IV-----	5
Latin I and II-----	10	English I A-----	5
or			
French I and II-----	10		
	<hr/>		<hr/>
	30		30
 <i>Teacher C</i>	 <i>Periods Per Week</i>	 <i>Teacher D</i>	 <i>Periods Per Week</i>
Mathematics I (2 sections)--	10	Science II-----	7
Mathematics II-----	5	Science IV-----	7
Mathematics III-----	5	Home Economics I-----	10
Agriculture I-----	10	Home Economics II-----	10
or			
Agriculture II-----	10		
	<hr/>		<hr/>
	30		34

\* A four-teacher school following this curriculum should offer one foreign language, either Latin or French.



**C. Suggested Daily Schedule**

PERIODS	TEACHER A	TEACHER B	TEACHER C	TEACHER D
8:45-9:00 OPENING EXERCISES				
9:05-9:50	English III	History IV	Agriculture I or II	Home Economics II
9:55-10:40	English IV	History III	Agriculture I or II	Home Economics II
10:45-11:30	English I B		Mathematics III	Home Economics I
11:35-12:20	Latin I or French I	History I A	Mathematics II	Home Economics I
12:20-1:00 NOON RECESS				
1:05-1:50	Latin II or French II	History I B	Mathematics I A	Science II Recitation, M. W. F. Laboratory, T. T.
1:55-2:40		English I A		Science II Laboratory, T. T. Science IV Laboratory, M. W.
2:45-3:30	English II	History II	Mathematics I B	Science IV Laboratory, M. W. Recitation, T. T. F.

For suggestions relative to length of recitation periods see daily schedule for three-teacher school.

## VI. 5-A FIVE-TEACHER HIGH SCHOOL

(Average Daily Attendance 100)

## A. Suggested Four-Year Curriculum

(Without Home Economics, Agriculture, or Industrial Arts)

<i>First Year</i>	<i>Periods</i>	<i>Credits</i>	<i>Second Year</i>	<i>Periods</i>	<i>Credits</i>
English I.....	5	5	English II.....	5	5
Mathematics I—Arithmetic and Algebra.....	5	5	Mathematics II—Algebra.....	5	5
History I—Community Civics.....	5	5	Science II—Biology.....	7	5
Science I—General.....	7	5	History II—Modern European.....	5	5
or			or		
Latin I.....	5	5	Latin II.....	5	5
<hr/>			<hr/>		
20 or 22 20			22 20		

<i>Third Year</i>	<i>Periods</i>	<i>Credits</i>	<i>Fourth Year</i>	<i>Periods</i>	<i>Credits</i>
English III.....	5	5	English IV.....	5	5
Electives (three):			United States History		
Mathematics III—Plane Geometry.....	5	5	IV.....	5	5
Science III—Physical Geography ½,			Electives (two):		
Industrial and Commercial Geography ½	7	5	Science IV—Physics.....	7	5
History III—Ancient and Medieval.....	5	5	Latin IV.....	5	5
Latin III.....	5	5	French II.....	5	5
French I*.....	5	5	<hr/>		
<hr/>			20 or 22 20		
20 or 22 20					

## B. Suggested Organization

<i>Teacher A</i>	<i>Periods Per Week</i>	<i>Teacher B</i>	<i>Periods Per Week</i>
English II.....	5	Latin I.....	5
English III.....	5	Latin II.....	5
English IV.....	5	Latin III.....	5
French I.....	5	Latin IV.....	5
French II.....	5	English I (2 sections).....	10
<hr/>		<hr/>	
25		30	
<i>Teacher C</i>	<i>Periods Per Week</i>	<i>Teacher D</i>	<i>Periods Per Week</i>
History 1 (2 sections).....	10	Mathematics 1 (2 sections).....	10
History II.....	5	Mathematics II.....	5
History III.....	5	Mathematics III.....	5
History IV.....	5	<hr/>	
<hr/>		20	
25			

\* A student not taking Latin in the first and second years must elect French in the third and fourth years.



<i>Teacher E</i>	<i>Periods Per Week</i>
Science I.....	7
Science II.....	7
Science III.....	7
Science IV.....	7
	<hr/> 28

Principals and teachers should assist pupils in choosing electives. It is increasingly necessary in this curriculum since the range of electives is wider than in smaller schools.

### C. Suggested Daily Schedule

PERIODS	TEACHER A	TEACHER B	TEACHER C	TEACHER D	TEACHER E
8:45-9:00	OPENING EXERCISES				
9:05-9:50	English II	Latin IV		Mathematics III	Science I Recitation, M. W. F. Laboratory, T. T.
9:55-10:40	English III	Latin II	History IV		Science I Laboratory, T. T.
10:45-11:30		Latin I	History III		Science II Recitation, M.W.F. Laboratory, T. T.
11:35-12:20	English IV	Latin III	History I A	Mathematics IB	Science II Laboratory, T. T.
12:20-1:00	NOON RECESS				
1:05-1:50	French II	English I A	History II		Science III Recitation, M.W. F. Laboratory, T. T
1:55-2:40		English I B		Mathematics II	Science III Laboratory, T. T Science IV Laboratory, M. W.
2:45-3:30	French I		History I B	Mathematics I A	Science IV Laboratory, M. W. Recitation, T. T. F.

For suggestions relative to length of recitation periods see daily schedule for three-teacher school.

**VII. 5-B FIVE-TEACHER HIGH SCHOOL**

(Average Daily Attendance 100)

**A. Suggested Four-Year Curriculum  
(Including Smith-Hughes Home Economics)**

<i>First Year</i>	<i>Periods</i>	<i>Credits</i>	<i>Second Year</i>	<i>Periods</i>	<i>Credits</i>
English I.....	5	5	English II.....	5	5
Mathematics I—Arithmetic and Algebra...	5	5	Mathematics II—Algebra.....	5	5
History I—Community Civics.....	5	5	Science II—Biology.....	7	5
Science I—General....	7	5	History II—Modern European.....	5	5
or			or		
Home Economics I....	10	5	Home Economics II....	10	5
<hr/>			<hr/>		
	22 or 25	20		22 or 27	20
 <i>Third Year</i>	 <i>Periods</i>	 <i>Credits</i>	 <i>Fourth Year</i>	 <i>Periods</i>	 <i>Credits</i>
English III.....	5	5	English IV.....	5	5
Latin I or French I*....	5	5	United States History IV	5	5
Electives (two):			Science IV—Physics....	7	5
Mathematics III—Plane Geometry....	5	5	Latin II or French II*..	5	5
Science III—Physical Geography ½,					
Industrial and Commercial Geography ½	7	5			
History III—Ancient and Medieval.....	5	5			
<hr/>			<hr/>		
	20 or 22	20		22	20

**B. Suggested Organization**

<i>Teacher A</i>	<i>Periods Per Week</i>	<i>Teacher B</i>	<i>Periods Per Week</i>
English 1 (2 sections).....	10	Science I.....	7
English II.....	5	Science II.....	7
English IV.....	5	Science III.....	7
Latin I or French I.....	5	Science IV.....	7
Latin II or French II.....	5		
<hr/>		<hr/>	
	30		28
 <i>Teacher C</i>	 <i>Periods Per Week</i>	 <i>Teacher D</i>	 <i>Periods Per Week</i>
History I (2 sections).....	10	Mathematics I (2 sections)...	10
History II.....	5	Mathematics II.....	5
History III.....	5	Mathematics III.....	5
History IV.....	5		
English III.....	5		
<hr/>		<hr/>	
	30		20

\* A five-teacher school following this curriculum should offer only one foreign language, either Latin or French.



<i>Teacher E</i>	<i>Periods Per Week</i>
Home Economics I-----	10
Home Economics II-----	10
	<hr/>
	20

**C. Suggested Daily Schedule**

PERIODS	TEACHER A	TEACHER B	TEACHER C	TEACHER D	TEACHER E
8:45-9:00	OPENING EXERCISES				
9:05-9:50	English IV	Science I Recitation M. W. F. Laboratory, T. T.		Mathematics III	Home Economics II
9:55-10:40	Latin I or French I	Science I Laboratory, T. T.	History IV		Home Economics II
10:45-11:30	Latin II or French II	Science II Recitation, M. W. F. Laboratory, T. T.	History III		Home Economics I
11:35-12:20		Science II Laboratory, T. T.	English III	Mathematics I A	Home Economics I
12:20-1:00	NOON RECESS				
1:05-1:50	English I A	Science III Recitation, M. W. F. Laboratory, T. T.	History II	Mathematics I B	
1:55-2:40	English I B	Science III Laboratory, T. T. Science IV Laboratory, M. W.	History I A	Mathematics II	
2:45-3:30	English II	Science IV Laboratory, M. W. Recitation, T. T. F.	History I B		

For suggestions relative to length of recitation periods see daily schedule for three-teacher school.

## VIII. 5-C FIVE-TEACHER HIGH SCHOOL

(Average Daily Attendance 100)

A. Suggested Four-Year Curriculum  
(Including Four Years of Smith-Hughes Agriculture)

<i>First Year</i>	<i>Periods</i>	<i>Credits</i>	<i>Second Year</i>	<i>Periods</i>	<i>Credits</i>
English I-----	5	5	English II-----	5	5
Mathematics I—Arithmetic and Algebra--	5	5	Mathematics II—Algebra-----	5	5
History I—Community Civics-----	5	5	Science II—Biology----	7	5
Science I—General----	7	5	History II—Modern European-----	5	5
or			or		
Agriculture I-----	10	5	Agriculture II-----	10	5
	22 or 25	20		25 or 27	20
<i>Third Year</i>	<i>Periods</i>	<i>Credits</i>	<i>Fourth Year</i>	<i>Periods</i>	<i>Credits</i>
English III-----	5	5	English IV-----	5	5
Agriculture III or-----	10	5	United States History IV	5	5
Latin I or French I*--	5	5	Science IV—Physics---	7	5
Electives (two):			Latin II or French II*--	5	5
Mathematics III—Plane Geometry----	5	5	or		
Science III—Physical Geography ½,			Agriculture IV-----	10	5
Industrial and Commercial Geography ½	7	5			
History III—Ancient and Medieval-----	5	5			
	20-27	20		22 or 27	20

## B. Suggested Organization

<i>Teacher A</i>	<i>Periods Per Week</i>	<i>Teacher B</i>	<i>Periods Per Week</i>
English I (2 sections)-----	10	Science I-----	7
English II-----	5	Science II-----	7
English IV-----	5	Science III-----	7
Latin I or French I-----	5	Science IV-----	7
Latin II or French II-----	5		
	30		28
<i>Teacher C</i>	<i>Periods Per Week</i>	<i>Teacher D</i>	<i>Periods Per Week</i>
History I (2 sections)-----	10	Mathematics I (2 sections)---	10
History II-----	5	Mathematics II-----	5
History III-----	5	Mathematics III-----	5
History IV-----	5		
English III-----	5		
	30		20

\* A five-teacher school following this curriculum should offer only one foreign language, either Latin or French.



	<i>Teacher E</i>	<i>Periods Per Week</i>
Agriculture I and II-----		10
Agriculture III and IV-----		10
		<hr/> 20

**C. Suggested Daily Schedule**

PERIODS	TEACHER A	TEACHER B	TEACHER C	TEACHER D	TEACHER E
8:45-9:00 OPENING EXERCISES					
9:00-9:50	English I B	Science III Recitation, M.W.F. Laboratory, T. T.			Agriculture I and II
9:55-10:40	English IV	Science III Laboratory, T. T.	History II	Mathematics IB	Agriculture I and II
10:45-11:30	Latin I or French I	Science II Recitation M. W. F. Laboratory, T. T.	History I B	Mathematics I A	Agriculture III and IV
11:35-12:20	Latin II or French II	Science II Laboratory, T. T.	History I A		Agriculture III and IV
12:20-1:00 NOON RECESS					
1:05-1:50	English II	Science I Recitation M. W. F. Laboratory, T. T.	History IV	Mathematics III	
1:55-2:40		Science I Laboratory, T. T. Science IV Laboratory M. W.	History III	Mathematics II	
2:45-3:30	English I A	Science IV Laboratory, M. W. Recitation T. T. F.	English III		

For suggestions relative to length of recitation periods see daily schedule for three-teacher school.

## IX. 5-D FIVE-TEACHER HIGH SCHOOL

(Average Daily Attendance 100)

## A. Suggested Four-Year Curriculum

(Including Smith-Hughes Home Economics and Smith-Hughes Agriculture)

<i>First Year</i>	<i>Periods</i>	<i>Credits</i>	<i>Second Year</i>	<i>Periods</i>	<i>Credits</i>
English I.....	5	5	English II.....	5	5
Mathematics I—Arithmetic and Algebra..	5	5	Mathematics II—Algebra.....	5	5
History II—Modern European.....	5	5	Science II—Biology....	7	5
Home Economics I....	10	5	Home Economics II..	10	5
or			or		
Agriculture I.....	10	5	Agriculture II.....	10	5
	25	20		25	20
<i>Third Year</i>	<i>Periods</i>	<i>Credits</i>	<i>Fourth Year</i>	<i>Periods</i>	<i>Credits</i>
English III.....	5	5	English IV.....	5	5
Latin I or French I*... or	5	5	United States History IV.....	5	5
Agriculture III.....	10	5	Science IV—Physics....	7	5
Electives (two):			Latin or French II*... or	5	5
Mathematics III—Plane Geometry....	5	5	Agriculture IV.....	10	5
Science III—Physical Geography ½, Industrial and Commercial Geography ½	7	5			
History III—Ancient and Medieval.....	5	5			
	20 or 27	20		22 or 27	20

## B. Suggested Organization

<i>Teacher A</i>	<i>Periods Per Week</i>	<i>Teacher B</i>	<i>Periods Per Week</i>
English I A.....	5	History II (2 sections).....	10
English II.....	5	History III.....	5
English III.....	5	History IV.....	5
English IV.....	5	English I B.....	5
Latin I or French I.....	5		
Latin II or French II.....	5		
	30		25
<i>Teacher C</i>	<i>Periods Per Week</i>	<i>Teacher D</i>	<i>Periods Per Week</i>
Mathematics I (2 sections)...	10	Agriculture I and II.....	10
Mathematics II (2 sections)...	10	Agriculture III and IV.....	10
Mathematics III.....	5	Science III.....	7
Science IV.....	7		
	32		27

\* A five-teacher high school following this curriculum should offer only one foreign language, either Latin or French.



<i>Teacher E</i>	<i>Periods Per Week</i>
Home Economics I.....	10
Home Economics II.....	10
Science II.....	7

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## C. Suggested Daily Schedule

PERIODS	TEACHER A	TEACHER B	TEACHER C	TEACHER D	TEACHER E
8:45-9:00 OPENING EXERCISES					
9:05-9:50	English III	History IV	Mathematics II A	Agriculture I and II	Home Economics I
9:55-10:40	English IV		Mathematics III	Agriculture I and II	Home Economics I
10:45-11:30	Latin I or French I	English I B	Mathematics I A	Agriculture III and IV	Science II Recitation, M. W. F. Laboratory, T. T.
11:35-12:20	Latin II or French II		Mathematics I B	Agriculture III and IV	Science II Laboratory, T. T.
12:20-1:00 NOON RECESS					
1:05-1:50	English IA	History II B	Mathematics II B	Science III Recitation, M. W. F. Laboratory T. T.	Home Economics II
1:55-2:40		History II A	Science IV Laboratory M. W.	Science III Laboratory T. T.	Home Economics II
2:45-3:30	English II	History III	Science IV Laboratory M. W. Recitation T. T. F.		

**X. 6-A SIX-TEACHER HIGH SCHOOL**

(Average Daily Attendance 130)

**A. Suggested Four-Year Curriculum**

(Without Home Economics, Agriculture, or Industrial Arts)

<i>First Year</i>	<i>Periods</i>	<i>Credits</i>	<i>Second Year</i>	<i>Periods</i>	<i>Credits</i>
English I.....	5	5	English II.....	5	5
Mathematics I—Arithmetic and Algebra..	5	5	Mathematics II—Algebra.....	5	5
History I—Community Civics.....	5	5	Science II—Biology....	7	5
Science I—General....	7	5	History II—Modern European.....	5	5
or			or		
Latin I.....	5	5	Latin II.....	5	5
	20 or 22	20		22	20
<i>Third Year</i>	<i>Periods</i>	<i>Credits</i>	<i>Fourth Year</i>	<i>Periods</i>	<i>Credits</i>
English III.....	5	5	English IV.....	5	5
Electives (three):			History IV—United States.....	5	5
Mathematics III—Plane Geometry....	5	5	Electives (two):		
Science III—Physical Geography ½, Industrial and Commercial Geography ½ or	7	5	Mathematics IV—Solid Geometry and Advanced Algebra.....	5	5
Science V—Chemistry	7	5	Science IV—Physics....	7	5
History III—Ancient and Modern.....	5	5	Latin IV.....	5	5
Latin III.....	5	5	French II.....	5	5
French I.....	5	5			
	20 or 22	20		20 or 22	20

**B. Suggested Organization**

<i>Teacher A</i>	<i>Periods Per Week</i>	<i>Teacher B</i>	<i>Periods Per Week</i>
English 1 (2 sections).....	10	English II.....	5
English III.....	5	Latin I.....	5
English IV.....	5	Latin II.....	5
French I.....	5	Latin III.....	5
French II.....	5	Latin IV.....	5
	30		25
<i>Teacher C</i>	<i>Periods Per Week</i>	<i>Teacher D</i>	<i>Periods Per Week</i>
History I (2 sections).....	10	Mathematics I B.....	5
History II.....	5	Mathematics II (2 sections).....	10
History III.....	5	Mathematics III.....	5
History IV.....	5	Mathematics IV.....	5
	25		25



<i>Teacher E</i>	<i>Periods Per Week</i>	<i>Teacher F</i>	<i>Periods Per Week</i>
Science I (2 sections)-----	14	Science II (2 sections)-----	14
Science III-----	7	Mathematics I A-----	5
Science IV-----	7	Science V-----	7
<hr/> 28		<hr/> 26	

## C. Suggested Daily Schedule

PERIODS	TEACHER A	TEACHER B	TEACHER C	TEACHER D	TEACHER E	TEACHER F
8:45-9:00 OPENING EXERCISES						
9:05-9:50	English IA	Latin II		Mathematics III	Science IV Recitation T. T. F. Laboratory, M. W.	Science II A Recitation, M. W. F. Laboratory, T. T.
9:55-10:40		Latin I	History III	Mathematics II B	Science IV Laboratory, M. W.	Science II A Laboratory, T. T.
10:45-11:30	English I B	Latin III		Mathematics IV	Science I A Recitation, T. T. F. Laboratory, M. W.	Science II B Recitation, M. W. F. Laboratory, T. T.
11:35-12:20	French I	Latin IV	History I B	Mathematics II A	Science I A Laboratory M. W.	Science II B Laboratory, T. T.
12:20-1:00 NOON RECESS						
1:05-1:50	English III	English II	History IV		Science I B Recitation, M. W. F. Laboratory, T. T.	Mathematics I A
1:55-2:40	French II		History I A		Science I B Laboratory, T. T. *Science III Laboratory, M. W.	Science V Laboratory, M. W.
2:45-3:30	English IV		History II	Mathematics I B	Science III Laboratory, M. W. Recitation, T. T. F.	Science V Laboratory, M. W. Recitation, T. T. F.

\* The experiments in each of the sciences appearing in this schedule, except those in Science III, may be performed without a conflict, as indicated below, in a single laboratory room. If only one laboratory is available, it will be necessary to care for Science III laboratory work in one of the classrooms. The nature of this course is such that this can be done satisfactorily.

## HIGH SCHOOL REORGANIZATION

## SCIENCE LABORATORY SCHEDULE

PERIODS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
9:05-9:50	IV	II A	IV	II A
9:55-10:40	IV	II A	IV	II A
10:45-11:30	I A	II B	I A	II B
11:35-12:20	I A	II B	I A	II B
12:20-1:00 NOON RECESS				
1:05-1:50		I B		I B
1:55-2:40	V	I B	V	I B
2:45-3:30	V		V	



**XI. 6-B SIX-TEACHER HIGH SCHOOL**

(Average Daily Attendance 130)

**A. Suggested Four-Year Curriculum**

(With Smith-Hughes Home Economics and Smith-Hughes Agriculture)

<i>First Year</i>	<i>Periods</i>	<i>Credits</i>	<i>Second Year</i>	<i>Periods</i>	<i>Credits</i>
English I.....	5	5	English II.....	5	5
Mathematics I—Arithmetic and Algebra...	5	5	Mathematics II—Algebra.....	5	5
History I—Community Civics.....	5	5	Science II—Biology....	7	5
Electives (one):			Elective (one):		
Science I—General....	7	5	History II—Modern European.....	5	5
Home Economics I....	10	5	Home Economics II....	10	5
Agriculture I.....	10	5	Agriculture II.....	10	5
	22 or 25	20		22 or 27	20
<i>Third Year</i>	<i>Periods</i>	<i>Credits</i>	<i>Fourth Year</i>	<i>Periods</i>	<i>Credits</i>
English III.....	5	5	English IV.....	5	5
Electives (two):			History IV—United States History.....	5	5
Mathematics III—Plane Geometry....	5	5	Science IV—Physics....	7	5
Science III—Physical Geography ½, Industrial and Commercial Geography ½ or	7	5	Elective (one):		
Science V—Chemistry..	7	5	Latin II or French II*..	5	5
History III—Ancient and Medieval.....	5	5	Agriculture IV.....	10	5
Elective (one):					
Latin I or French I*....	5	5			
Agriculture III.....	10	5			
	22-27	20		22-27	20

**B. Suggested Organization**

<i>Teacher A</i>	<i>Periods Per Week</i>	<i>Teacher B</i>	<i>Periods Per Week</i>
English I (2 sections).....	10	History I (2 sections).....	10
English III.....	5	History II.....	5
English IV.....	5	History III.....	5
Latin I or French I.....	5	History IV.....	5
Latin II or French II.....	5	English II.....	5
	30		30
<i>Teacher C</i>	<i>Periods Per Week</i>	<i>Teacher D</i>	<i>Periods Per Week</i>
Mathematics I (2 sections)...	10	Science I.....	7
Mathematics II.....	5	Science II.....	7
Mathematics III.....	5	Science IV.....	7
Science III.....	7	Science V.....	7
	28		28

\* In a six-teacher high school following this curriculum only one foreign language may be offered.

<i>Teacher E</i>	<i>Periods Per Week</i>	<i>Teacher F</i>	<i>Periods Per Week</i>
Home Economics 1 (2 sec- tions)-----	20	Agriculture I and II-----	10
Home Economics II-----	10	Agriculture III and IV-----	10
	<hr/> 30		<hr/> 20

## C. Suggested Daily Schedule

PERIODS	TEACHER A	TEACHER B	TEACHER C	TEACHER D	TEACHER E	TEACHER F
8:45-9:00 OPENING EXERCISES						
9:05-9:50	English III	History II	Mathematics I A	Science I Recitation, M. W. F. Laboratory, T. T.	Home Eco- nomics II	Agriculture I and II
9:55-10:40	English IV	History I A	Mathematics III	Science I Laboratory, T. T.	Home Eco- nomics II	Agriculture I and II
10:45-11:30	Latin I or French I		Mathematics I B	Science II Recitation, M. W. F. Laboratory, T. T.	Home Eco- nomics I A	Agriculture III and IV
11:35-12:20	Latin II or French II	History I B		Science II Laboratory, T. T.	Home Eco- nomics I A	Agriculture III and IV
12:20-1:00 NOON RECESS						
1:05-1:50	English I A	History III	Mathematics II	Science IV Recitation, M. W. F. Laboratory, T. T.	Home Eco- nomics I B	
1:55-2:40		English II	Science III Recitation, M. W. F. Laboratory, T. T.	Science IV Laboratory, T. T. Science V Laboratory, M. W.	Home Eco- nomics I B	
2:45-3:30	English I B	History IV	Science III Laboratory, T. T.	Science V Laboratory, M. W. Recitation, T. T. F.		

For suggestions relative to length of recitation periods see daily schedule for three-teacher schools.



**XII. 6-C SIX-TEACHER HIGH SCHOOL**

(Average Daily Attendance 130)

**A. Suggested Four-Year Curriculum  
(With Commercial Education)**

<i>First Year</i>	<i>Periods</i>	<i>Credits</i>	<i>Second Year</i>	<i>Periods</i>	<i>Credits</i>
English I-----	5	5	English II-----	5	5
Mathematics I—Arith- metic and Algebra--	5	5	Mathematics II—Alge- bra-----	5	5
History I—Community Civics-----	5	5	History II—Modern European-----	5	5
Science I—General---	7	5	Science II—Biology---	7	5
	22	20		22	20

<i>Third Year General</i>	<i>Periods</i>	<i>Credits</i>	<i>Third Year Commercial</i>	<i>Periods</i>	<i>Credits</i>
English III-----	5	5	English III-----	5	5
Latin I or French I---	5	5	Business Arithmetic ½,		
Electives (two):			Industrial and Com- mercial Geography ½	5	5
Mathematics III— Plane Geometry-----	5	5	Typewriting I-----	10	5
Science III—Physical Geography ½,			Stenography I-----	5	5
Industrial and Com- mercial Geography ½	7	5			
History III—Ancient and Medieval-----	5	5			
	20 or 22	20		25	20

<i>Fourth Year General</i>	<i>Periods</i>	<i>Credits</i>	<i>Fourth Year Commercial</i>	<i>Periods</i>	<i>Credits</i>
English IV-----	5	5	English IV-----	5	5
Latin II or French II--	5	5	History IV—United States History-----	5	5
History IV—United States History-----	5	5	Stenography II-----	5	5
Science IV—Physics---	7	5	Typewriting II-----	5	2½
			Office Practice-----	5	2½
	22	20		25	20

**B. Suggested Organization**

<i>Teacher A</i>	<i>Periods Per Week</i>	<i>Teacher B</i>	<i>Periods Per Week</i>
English I A-----	5	History I (2 sections)-----	10
English II-----	5	History II-----	5
English III-----	5	History III-----	5
English IV-----	5	History IV-----	5
Latin I or French I*-----	5	English I B-----	5
Latin II or French II-----	5		
	30		30

<i>Teacher C</i>	<i>Periods Per Week</i>	<i>Teacher D</i>	<i>Periods Per Week</i>
Mathematics I (2 sections)-----	10	Science I (2 sections)-----	14
Mathematics II (2 sections)-----	10	Mathematics III-----	5
Business Arithmetic-----	2½	Science IV-----	7
	<hr/> 22½		<hr/> 26
<i>Teacher E</i>	<i>Periods Per Week</i>	<i>Teacher F*</i>	<i>Periods Per Week</i>
Science II (2 sections)-----	14	Typewriting I-----	10
Science III-----	7	Stenography I-----	5
	<hr/> 21	Stenography II-----	5
		Typewriting-----	5
		Office Practice-----	5
			<hr/> 35

**C. Suggested Daily Schedule**

PERIODS	TEACHER A	TEACHER B	TEACHER C	TEACHER D	TEACHER E	TEACHER F
8:45-9:00	OPENING EXERCISES					
9:05-9:50	English IV	History I B		Science I A Recitation, T. T. F. Laboratory, M. W.	Science IIA Recitation, M. W. F. Laboratory, T. T.	Typewriting I
9:55-10:40	Latin II or French II	History III	Mathematics II B	Science I A Laboratory, M. W.	Science II A Laboratory, T. T.	Typewriting I
10:45-11:30	Latin I or French I	History I A	Mathematics I B	Science IV Recitation, T. T. F. Laboratory, M. W.	Science II B Recitation, M. W. F. Laboratory, T. T.	Office Practice (11th Grade)
11:35-12:20	English III	English I B	Mathematics II A	Science IV Laboratory, M. W.	Science II B Laboratory, T. T.	Typewriting II
12:20-1:00	NOON RECESS					
1:05-1:50	English II		Business Arith- metic	Science I B Recitation, T. T. F. Laboratory, M. W.	Science III Recitation, M. W. F. Laboratory, T. T.	
1:55-2:40	English I A	History II		Science I B Laboratory, M. W.	Science III Laboratory, T. T.	Stenography II
2:45-3:30		History IV	Mathematics I A	Mathematics III		Stenography I

\* Teacher F must be a well trained teacher of commercial education.



## ADDITIONAL STANDARDS FOR ACCREDITMENT

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So essential to the improvement of high school efficiency is the adoption of a curriculum, adopted in view of the number of teachers available, the organization of the school so as to provide reasonable and continuous teaching positions, and the employment of teachers in view of the requirements of those teaching positions, that it seems advisable to enforce gradually the following additional requirements for accreditation:

1. The high school should, with the consent and approval of the county superintendent, adopt and follow one of the curricula suggested in this bulletin, the curriculum adopted depending in each case on the needs of the community which the school serves and the number of high school teachers available.

When a given curriculum has been regularly adopted by the school committee on recommendation of the principal and approval by the county superintendent, it should not be changed without a written notice to the State High School Inspector, because such change might involve the rating of the school.

2. The high school should be organized so as to provide reasonable and continuous teaching positions; that is, organized approximately as suggested in connection with one of the curricula found in this bulletin.

3. The work of each high school teacher should fall within the two fields in which the given teacher holds a certificate to teach, except for such part-time teachers as may be allowed.

## TRAINING AND CERTIFICATION OF HIGH SCHOOL TEACHERS

The reorganization of our high schools calls for changes in the training and certification of high school teachers. In almost all small high schools, that is, high schools having from three to six teachers, practically all teachers should be prepared to teach in two fields. Even Home Economics teachers and teachers of Agriculture, unless they are full-time teachers, should be prepared to teach in at least a second field, although these fields are usually so closely related to the major preparation of these teachers that only minor modifications are required in their usual training. High school teachers should not only be prepared to teach in two high school fields, but these two fields should be such as to permit, in view of the requirements of the curriculum adopted, a rational organization of the school.

In view of the requirements of the curricula recommended for high schools of different sizes, and the suggested organization of schools adopting a given curriculum, the teaching combinations and fields are as follows:

1. English and Latin
2. English and French
3. History and one of the following: English, Latin, French, Science, Mathematics
4. Science and Mathematics
5. Home Economics
6. Agriculture
7. Commercial Education

This whole scheme contemplates the issuance of high school teachers' certificates based on combinations or groupings of high school subjects as set forth in this bulletin. This will probably become effective as of July 1, 1928.

The minimum training to prepare teachers for each of the foregoing combinations and fields of high school instruction, effective after July 1, 1928, should be approximately as follows:

### 1. English and Latin Teacher\*

<i>A. General Professional Courses**</i>	<i>Semester Hours</i>	
1. General Psychology.....	3	
2. Educational Psychology.....	3	
3. Principles of High School Teaching.....	3	
4. Secondary Education.....	3	
	<hr style="width: 100px; margin-left: 0;"/>	12
 <i>B. English</i>		
1. Academic Courses—		
a. Grammar, Oral and Written Speech and Literature.....	6	
b. English Literature.....	12	
c. American Literature.....	6	
	<hr style="width: 100px; margin-left: 0;"/>	24

\*For each certificate graduation from an A grade college is assumed.

\*\*Common to all certificates.



*Semester Hours*

2. Special Professional Courses—	
a. Materials and Methods in High School English.....	3
b. Directed Teaching in High School English (including obser- vation and teaching of not less than 30 class lessons).....	3
	<hr/> 6
C. <i>Latin</i>	
1. Academic Courses—	
(Based on two units of entrance credit).....	*24
2. Special Professional Courses—	
a. Materials and Methods in High School Latin.....	3
b. Directed Teaching in High School Latin (including obser- vation and teaching of not less than 30 class lessons).....	3
	<hr/> 6
Total required.....	72
D. <i>Academic Electives</i> .....	48
	<hr/>
Grand total.....	120

**II. English and French Teacher***Semester Hours*

A. <i>General Professional</i> .....	12
B. <i>English (See English-Latin Teacher)</i> .....	30
C. <i>French</i>	
1. Academic Courses—	
(Based on two units of entrance).....	24
2. Special Professional Courses—	
a. Materials and Methods in High School French.....	3
b. Directed Teaching in High School French (including obser- vation and teaching of not less than 30 class lessons).....	3
	<hr/> 6
Total required.....	72
D. <i>Academic Electives</i> .....	48
	<hr/>
Grand total.....	120

**III. Teacher of History and one of the following: English, Latin, French, Science, Mathematics***Semester Hours*

A. <i>General Professional</i> .....	12
B. <i>History</i>	
1. Academic Courses—	
a. Ancient and Medieval.....	6
b. Modern European.....	6
c. United States History before 1850.....	6
d. United States History after 1850.....	6
e. Political Science.....	3
f. Economics.....	3
g. Sociology.....	6
	<hr/> 36

\*Additional unit of entrance work reduces requirements by six hours.

	<i>Semester Hours</i>
2. Special Professional Courses—	
a. Materials and Methods in High School History.....	3
b. Directed Teaching in High School History (including observation and teaching of not less than 30 class lessons)....	3
	<hr/> 6
C. <i>Second Field</i>	
1. Academic Courses.....	24 to 36
2. Special Professional Courses—	
a. Materials and Methods in Second Field.....	3
b. Directed Teaching in Second Field (including observation and teaching of not less than 30 class lessons).....	3
	<hr/> 6
Total required.....	84 to 90
D. <i>Academic Electives</i> .....	30 to 36
	<hr/>
Grand total.....	120

#### IV. Science and Mathematics Teacher

A. <i>General Professional Courses</i> .....	12
B. <i>Science</i>	
1. Academic Courses—	
a. Biology.....	12
b. Physics.....	12
c. Chemistry.....	6
d. Physical Industrial and Commercial Geography.....	6
	<hr/> 36
2. Special Professional Courses—	
a. Materials and Methods in High School Science.....	3
b. Directed Teaching in High School Science (including observation and teaching of not less than 30 class lessons).....	3
	<hr/> 6
C. <i>Mathematics</i>	
1. Academic Courses—	
(Based on two units of entrance)	
a. Solid Geometry and Trigonometry.....	6
b. College Algebra.....	6
c. Analytic Geometry.....	3
	<hr/> 15
2. Special Professional Courses—	
a. Materials and Methods in High School Mathematics.....	3
b. Directed Teaching in High School Mathematics (including observation and teaching of not less than 30 class lessons)....	3
	<hr/> 6
Total required.....	75
D. <i>Academic Electives</i> .....	45
	<hr/>
Grand total.....	120



**V. Home Economics Teacher**

Semester Hours

A. General Professional Courses.....	12	
B. Home Economics		
1. Non-Professional Courses—		
a. Principles of Art and Design.....	3	
b. Costume Design.....	3	
c. House Furnishing.....	3	
d. Foods (Food study, cookery, marketing, sewing, dietetics, and nutrition).....	12	
e. Clothing (study construction and renovation of women's and children's clothing and household fabrics, textiles and mil- linery).....	9	
f. Home management (care of house, housekeeping, including laundering, household accounts, budgets. One month of practical housekeeping is required).....	3	
g. Home Nursing and Child Care and Training.....	3	
	<hr/>	36
2. Special Professional Courses—		
a. Materials and Methods and Practice Teaching (at least 30 lessons of high school grade).....	6	
	<hr/>	6
C. Related Academic Work		
1. Inorganic Chemistry.....	6	
2. Organic Chemistry.....	3	
3. Household Chemistry.....	3	
4. Bacteriology.....	3	
5. Biology.....	3	
6. Physiology.....	3	
7. Household Physics (would accept General Physics).....	3	
8. Economics.....	3	
9. Sociology.....	3	
10. English and Oral Expression.....	12	
	<hr/>	42
Total required.....		96
D. Academic Electives.....		24
	<hr/>	
Grand total.....		120

**VI. Teacher of Agriculture (Smith-Hughes)**

(See new catalogue of North Carolina College of Agriculture and Engineering.)

**VII. Teacher of Commercial Education**

(See Educational Publication No. 88, p. 16.)





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